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ABSTRACT

This publication presents activities for monitoring effective teacher and administrator performance in Oklahoma. The state mandates that each board of education maintains and annually reviews a written policy of evaluation for all teachers and administrators. Section 1, "Criteria for Effective Teaching Performance," focuses on practice and products. Practice includes teacher management indicators (preparation, routine, discipline, and learning environment) and teacher instructional indicators (establishes objectives, stresses sequence, relates objectives, involves all learners, explains content, explains directions, models, monitors, adjusts based on monitoring, guides practice, provides for independent practice, and establishes closure). Products, it looks at teacher product indicators (lesson plans, student files, and grading patterns) and student achievement indicators. Section 2, "Effective Administrative Performance," also examines practice and products. Practice includes 4 administrator management indicators (preparation, routine, discipline, and learning environment) and 10 instructional leadership indicators. Products includes three administrator product indicators: providing written discipline policies to which students must perform; providing written school building improvement plans; and providing written analyses of student test scores and other data. (SM)

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OKLAHOMA CRITERIA
for
EFFECTIVE TEACHING
and
ADMINISTRATIVE PERFORMANCE

Activities Workbook

Oklahoma State Department of Education
Sandy Garrett, State Superintendent of Public Instruction

June 1999

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OKLAHOMA CRITERIA
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ADMINISTRATIVE PERFORMANCE

Oklahoma State Department of Education
Sandy Garrett, State Superintendent of Public Instruction

June 1999

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EVALUATION: CRITERIA FOR EFFECTIVE TEACHING AND ADMINISTRATIVE PERFORMANCE

Each board of education shall maintain and annually review, following consultation with or involvement of representatives selected by local teachers, a written policy of evaluation for all teachers and administrators. In those school districts in which there exists a professional negotiations agreement made in accordance with Sections 509.1 et. seq. of this title, the procedure for evaluating members of the negotiations unit and any standards of performance and conduct proposed for adoption beyond those established by the State Board of Education shall be negotiable items. Nothing in this act shall be construed to annul, modify or to preclude the renewal or continuing of any existing agreement heretofore entered into between any school district and any organizational representative of its employees. Every policy so adopted shall:

1. Be based upon a set of minimum criteria developed by the State Board of Education;

2. Be prescribed in writing at the time of adoption and at all times when amendments thereto are adopted. The original policy and all amendments to the policy shall be promptly made available to all persons subject to the policy;

3. Provide that all evaluations be made in writing and that evaluation documents and responses thereto be maintained in a personnel file for each evaluated person;

4. Provide that every probationary teacher be evaluated at least two times per school year, once prior to November 15 and once prior to February 10 of each year;

5. Provide that every teacher be evaluated once every year, except as otherwise provided by law;

6. Provide that, except for superintendents of independent and elementary school districts and superintendents of area school districts, who shall be evaluated by the local school board, all certified personnel, including administrators, shall be evaluated by certified administrative personnel designated by the local school board;

7. All personnel designated by the local board to conduct the personnel evaluations shall be required to participate in training conducted by the State Department of Education prior to conducting such evaluations;

8. The State Department of Education shall develop and conduct workshops pursuant to statewide criteria which train such administrative personnel in conducting evaluations;

9. The State Board of Education shall monitor compliance with the provisions of this section by local school districts; and

10. Refusal by a local school district to comply with provisions of this section shall be grounds for withholding State Aid funds until such compliance is met. (70-6-101.1)

Attorney General Opinion No. 86-146. January 9, 1987: It is, therefore, the official opinion of the Attorney General that all evaluation policies adopted by Oklahoma school districts be based upon minimum criteria developed by the State Board of Education; that in those school districts with previously existing professional negotiation agreements, the negotiated provisions must comply with the State Board of Education minimum criteria; that the provisions of the evaluation procedure are mandatory topics of professional negotiations; and that the criteria negotiated and adopted may exceed the minimum criteria promulgated by the State Board of Education pursuant to 70 O.S. Supp. 1986 § 6-101.1.

CRITERIA

FOR

EFFECTIVE TEACHING PERFORMANCE

CRITERIA FOR EFFECTIVE TEACHING PERFORMANCE

I. PRACTICE

A. Teacher Management Indicators

1. Preparation
2. Routine
3. Discipline
4. Learning Environment

B. Teacher Instructional Indicators

1. Establishes Objectives
2. Stresses Sequence
3. Relates Objectives
4. Involves All Learners
5. Explains Content
6. Explains Directions
7. Models
8. Monitors
9. Adjusts Based on Monitoring
10. Guides Practice
11. Provides for Independent Practice
12. Establishes Closure

II PRODUCTS

A. Teacher Product Indicators

1. Lesson Plans
2. Student Files
3. Grading Patterns

B. Student Achievement Indicators

Teacher Management Indicators

Evidence of Criteria

1. Preparation

The teacher plans for delivery of the lesson relative to short-term and long-term objectives.

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2. Routine

The teacher uses minimum class time for noninstructional routines thus maximizing time on task.

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3. Discipline

The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).

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4. Learning Environment

The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning.

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_____

Teacher Instructional Indicators

1. **Establishes Objectives** - The teacher communicates the instructional objectives to students.

2. **Stresses Sequence** - The teacher shows how the present topic is related to those topics that have been taught or that will be taught.

3. **Relates Objectives** - The teacher relates subject topics to existing student experiences.

4. **Involves All Learners** - The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.

5. **Explains Content** - The teacher teaches the objectives through a variety of methods.

6. **Explains Directions** - The teacher gives directions that are clearly stated and related to the learning objectives.

7. **Models** - The teacher demonstrates the desired skills.

8. **Monitors** - The teacher checks to determine if students are progressing toward stated objectives.

9. **Adjusts Based on Monitoring** - The teacher changes instruction based on the results of monitoring.

10. **Guides Practice** - The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.

11. **Provides for Independent Practice** - The teacher requires students to practice newly learned skills without the direct supervision of the teacher.

12. **Establishes Closure** - The teacher summarizes and fits into context what has been taught.

1. **Establishes Objectives** - The teacher communicates the instructional objectives to students.

Examples of behaviors:

The teacher

a. establishes the focus of the lesson.

b. ensures that the school's academic goals are translated into common lesson objectives.

c. communicates learning objectives in a logical way.

d. ensures that the lesson's objectives reflect the readiness of the students.

Notes:

2. **Stresses Sequence** - The teacher shows how the present topic is related to those topics that have been taught or that will be taught.

Examples of behaviors:

The teacher

a. reviews the learning objective relative to prior learning.

b. helps students recall the most important concepts of previous learning.

c. relates prior learning to what is to be learned.

d. shows the relationship between today's lesson objectives and the long-range unit objective.

Notes:

3. **Relates Objectives** - The teacher relates subject topics to existing student experiences.

Examples of behaviors:

The teacher

a. associates learning objectives with the students' experiences.

b. uses factors for transfer by showing similarities to students' experiences.

c. explains subject-topic relationships that are current or anticipated.

d. uses current happenings to relate objectives.

e. uses newspapers, magazines and other material to relate objectives to the students' world of experience.

f. conveys the importance of the lesson; says "why" we are doing things.

Notes:

4. **Involves All Learners** - The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.

Examples of behaviors:

The teacher

a. uses appropriate questioning techniques to assure that all students expect to be called upon to respond to questions.

b. works with individual students.

c. plans questions for specific students resulting in correct learner responses.

d. assesses student learning during the presentation of the lesson to involve all students.

e. uses seating charts or other methods to assure that all students have been involved.

f. responds to student questions in an accepting manner.

g. uses reinforcement techniques.

h. gives students time to respond to questions - "think" time or "wait" time.

Notes:

5. **Explains Content** - The teacher teaches the objectives through a variety of methods.

Examples of behaviors:

The teacher

a. conducts the lesson using a variety of teaching methods that reinforce the learning objectives.

b. uses a variety of audio and visual media, materials and/or equipment to teach the objectives.

c. structures the presentation to enhance learning; divides complex tasks into steps.

d. provides concrete learning experiences.

e. emphasizes the importance of the concepts being taught.

f. presents ideas logically.

g. uses a variety of methods to involve students with content and to accommodate different learning styles.

h. presents with clarity.

Notes:

6. **Explains Directions** - The teacher gives directions that are clearly stated and related to the learning objectives.

Examples of behaviors:

The teacher

a. states directions clearly on how to proceed in the lesson material.

b. gives clear directions on what to do in the lesson.

c. gives clear directions about the use of equipment, materials, text and other resources to be used in the learning process.

d. explains organization related to content.

e. explains group and/or individual assignment clearly.

Notes:

7. **Models** - The teacher demonstrates the desired skills.

Examples of behaviors:

The teacher

a. verbalizes the content to be learned in clear and understandable terms.

b. uses versatility in the demonstration process.

c. reinforces learning objectives through modeling.

d. uses objects as well as printed matter to demonstrate lesson objectives.

Notes:

8. **Monitors** - The teacher checks to determine if students are progressing toward stated objectives.

Examples of behaviors:

The teacher

a. checks students' level of progress in relation to learning objectives.

b. checks for comprehension through questioning.

c. encourages students to elaborate on responses.

d. checks for understanding at higher levels of learning - "how" and "why" of the answer.

e. checks for students' ability to apply concepts of skills learned.

f. provides feedback on student work.

g. uses student activity and preparation to check and analyze student progress.

Notes:

9. **Adjusts Based on Monitoring** - The teacher changes instruction based on the results of monitoring.

Examples of behaviors:

The teacher

a. changes teaching techniques as required by the situation.

b. stimulates critical thinking, creativity, decision-making and higher order thinking skills.

c. adjusts instruction to lower order thinking skills, if needed.

d. strives for a high level of mastery of essential skills.

e. accommodates students' learning styles as needed.

f. accommodates different learning rates.

g. uses a variety of evaluation techniques to measure the types of adjustments needed.

Notes:

10. **Guides Practice** - The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.

Examples of behaviors:

The teacher

a. moves around the classroom to assist individual students as they practice.

b. provides students with immediate feedback.

c. encourages individual students to ask questions.

d. groups students according to practice needs.

e. reminds students that work will be checked.

Notes:

11. **Provides for Independent Practice** - The teacher requires all students to practice newly learned skills without the direct supervision of the teacher.

Examples of behaviors:

The teacher

a. sets and maintains clear and reasonable independent work standards and due dates.

b. provides practice of new skills without supervision after guided practice.

c. checks independent work and provides feedback.

Notes:

12. **Establishes Closure** - The teacher summarizes and fits into context what has been taught.

Examples of behaviors:

The teacher

a. summarizes the lesson.

b. ties the current lesson to yesterday's, today's, and/or tomorrow's lessons.

c. places the lesson in perspective.

d. uses the last minutes productively to close the lesson.

e. uses review, feedback and/or homework assignments as closure techniques.

Notes:

TEACHING SEGMENT

Criteria	Evidence of Criteria
1. Establishes Objectives	
2. Stresses Sequence	
3. Relates Objectives	
4. Involves All Learners	
5. Explains Content	
6. Explains Directions	
7. Models	
8. Monitors	
9. Adjusts Based on Monitoring	
10. Guides Practice	
11. Provides for Independent Practice	
12. Establishes Closure	

TEACHING SEGMENT

Strengths (List three)

1. _____

2. _____

3. _____

Concerns (List three)

1. _____

2. _____

3. _____

Suggestions for Improvement on Concern #1 (List three)

1. _____

2. _____

3. _____

Suggestions for Improvement on Concern #2 (List three)

1. _____

2. _____

3. _____

Suggestions for Improvement on Concern #3 (List three)

1. _____

2. _____

3. _____

II. PRODUCTS

A. Teacher Product Indicators

1. Lesson Plans

The teacher writes daily lesson plans designed to achieve the identified objectives.

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2. Student Files

The teacher maintains a written record of student progress.

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3. Grading Patterns

The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

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B. Student Achievement Indicators

Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.

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EFFECTIVE

ADMINISTRATIVE PERFORMANCE

Oklahoma Criteria For Effective Administrative Performance

H.B. 1466, 1985
Title 70 O.S. Supp. 1985, § 6-102.2.

I. Practice

A. Administrator Management Indicators

1. Preparation: The administrator and staff develop goal statements which are the result of a needs assessment, a written analysis of student test scores and other data as well as community input.
2. Routine: The administrator uses a minimum of instructional time for noninstructional routines thus maximizing time on task.
3. Discipline: The administrator works with staff to develop and communicate defined standards of conduct which encourage positive and productive behavior.
4. Learning Environment: The administrator establishes and maintains rapport with staff and students, providing a pleasant, safe and orderly climate for learning.

B. Instructional Leadership Indicators

1. The administrator works with staff in collegial and nonthreatening ways to promote and improve instruction.
2. The administrator sets high expectations for staff.
3. The administrator provides needed resources for staff.
4. The administrator works with staff to establish curriculum objectives, sequence and lesson objectives.
5. The administrator works with staff to assure that all learners are involved in the learning process.
6. The administrator assists the staff in monitoring student progress.
7. The administrator works with the staff to develop a program to recognize academic achievement.
8. The administrator educates the staff to recognize and display the teaching criteria upon which evaluation is conducted.
9. The administrator observes in the classroom the performance criteria as defined by the district.
10. The administrator summatively evaluates staff only after classroom observations are made, performance feedback is given, growth goals are set and alternative methods are offered.

II. Products

Administrator Product Indicators

1. The administrator provides written discipline policies to which students are expected to perform.
2. The administrator provides a written school building improvement plan that supports the district's four-year school improvement plan describing school goals, objectives and professional development activities.
3. The administrator provides a written analysis of student test scores and other data to assure that the various student populations are benefiting from the instructional program.

CRITERIA FOR EFFECTIVE ADMINISTRATIVE PERFORMANCE

I. PRACTICE

A. Administrator Management Indicators

1. Preparation - The administrator and staff develop goal statements which are the result of a needs assessment, a written analysis of student test scores and other data as well as community input.

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2. Routine - The administrator uses a minimum of instructional time for noninstructional routines thus maximizing time on task.

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3. Discipline - The administrator works with staff to develop and communicate defined standards of conduct which encourage positive and productive behavior.

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4. Learning Environment - The administrator establishes and maintains rapport with staff and students, providing a pleasant, safe and orderly climate for learning.

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B. Instructional Leadership Indicators

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10. The administrator summatively evaluates staff only after classrooms observations are made, performance feedback is given, growth goals are set and alternative methods are offered.

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II. PRODUCTS

A. Administrator Product Indicators

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2. The administrator provides a written school building improvement plan that supports the district's four-year school improvement plan describing school goals, objectives and professional development activities.

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3. The administrator provides a written analysis of student test scores and other data to assure that the various student populations are benefiting from the instructional program.

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